

Chapter 1 : List of Tolkien's alliterative verse - Wikipedia

Between the Shire and Mordor, part one () --Between the Shire and Mordor, part two () --Coming of age () --Growing up in Oxford () --The coming of the shadow () --Language and legend, part one () --Language and legend, part two () --Hobbits and epic heroism () --The.

The language is spoken within the lands of Hyrule , Termina , Holodrum , Labryna , and almost all other surrounding regions, although some other languages such as Sky Writing and the Language of the Minish are also used by other races. Although used by the majority of the people, the language has often seen dramatic changes throughout its history. So far, there are known to be at least four different versions of Hylian, most of which are written with syllabic writing systems. Like the Hylian alphabet of Twilight Princess, it can be translated to English. Unlike other various written languages in the Legend Of Zelda series Hylian is the only language that is spoken to contact the three goddesses of Hyrule. Old Hylian syllabary A sample text of Old Hylian The earliest form of Hylian known to be used after Hyrule was formed was the Old Hylian syllabary, which was likely invented by the founding Hylians. This early form of Hylian was very angular in appearance and was best suited for carving in stone and wood. Old Hylian also made no spaces between words, only in sentences. Eventually this version of Hylian would come to be replaced by both the Hylian Alphabet in the Child Timeline, and the New Hylian syllabary in the Adult Timeline see Split Timeline , although this version would still be used further into the future by people surviving from this age. It also put spaces in-between the words in its sentences. The language made further refinements to the previous version of Hylian Syllabary. This was the first Hylian script to include numerals. Humorously this has apparently led to certain words being mistranslated as Triforce was misinterpreted as Triumph Forks causing Salvage Corp. Tingle was the only person capable of deciphering the Triforce Charts due to his understanding the ancient language and knowledge of cartography as not even the King of Red Lions could decipher them despite his understanding of the language. Other varieties of Hylian, which fall into the latter category due to being written with alphabets and syllabaries, are phonographic rather than logographic. The font used in The Legend of Zelda: A Link to the Past originally had designs of a vulture and an ankh. These designs were based on Egyptian hieroglyphs which carry religious meanings, and were altered in the English version. Breath of the Wild , a different form of Hylian lettering is used, with each character corresponding an English character similar to the lettering used in Twilight Princess. This lettering can be seen on various signs and structures throughout Hyrule. It is shown the Gerudo language and Sheikah alphabet exist alongside the current Hylian language and alphabet. Gerudo however only utilize a few Gerudo words as most speak the common language though some Gerudo have difficulty with the language such as having trouble pronouncing certain words while Gerudo children have trouble with certain foreign words. Even adult Gerudo have trouble with the language and most Gerudo continue to use words and greetings in conversation causing some non-Gerudo visiting the desert to develop an interest in the language though some have difficulty with proper pronunciation. The script is syllabic or, more precisely, moraic , and each symbol represents either a vowel, consonant-vowel combination, or a syllable-final n. Note that both the character set and structure of the written language have changed dramatically. The Hylian text in The Legend of Zelda: Ocarina of Time is less complex than the one used in The Legend of Zelda: The Ocarina of Time version of the script made no distinction between voiced and voiceless consonants, palatalized consonants and geminate doubled consonants. The Wind Waker version of the script makes all these distinctions. The script used in The Legend of Zelda: Twilight Princess is not the same as any previous form of Hylian. Due to the fact that the Wii version of the game was mirrored from the GameCube version, the Hylian Alphabet is read from right to left in the Wii version, and left to right in the GameCube version. Inconsistencies Up until The Legend of Zelda: Ocarina of Time, any previous form of Hylian was an unreadable language and had no meaning to its words whatsoever. Although all of the Hylian languages that came after A Link to the Past were readable, how words in the Hylian Language were spoken remains a mystery. The words that they speak, however, are untranslatable. Also, despite the fact that the letters of the Old and Modern Hylian syllabary are pronounced the same, the people of The Wind Waker do

not seem to understand the ancient Hylian language. Transliterating to and from the Hylian Alphabet There are two ways to transliterate the Hylian Alphabet. The first is to transliterate English words into Hylian, and the second, vice-versa. Note that this method of translation will work only for the Hylian Alphabet. To translate the New Hylian Syllabary, simply translate the Hylian syllables into Japanese syllables using this guide. Hylian language Twilight Princess to English First, use the chart as shown above to translate Hylian letters into Latin ones. In the Wii version of Twilight Princess, the Hylian text, like the rest of the game, has been reversed. This is because there are more right-handed people than left-handed people. English to Hylian Remove any question marks or exclamation marks and replace them with periods. Because Hylian has no numerical set of numbers, all numbers must be spelled out as words. Translate the letters of the English word or sentence into the Hylian letters shown above.

Chapter 2 : Part | Definition of Part by Merriam-Webster

Eindelijk weer een filmpje op NienkeGames, ik kan helaas niet beloven dat heb dagelijks word maar ik ga wel weer upload:).

Choose the Right Synonym for part Noun part , portion , piece , member , division , section , segment , fragment mean something less than the whole. A part of the room is used for storage. Cut the pie into six portions. This newspaper has four sections. Examples of part in a Sentence Noun The entire book is good, but the best part is the ending. I must have missed that part. The mechanic had to order the part from the manufacturer. The parts of a radio include the speaker, dials, and antenna. Do you have any spare parts for this model of car? Verb The crowd parted to let the president through. The rain stopped and the clouds parted. The big red curtains parted to reveal a new car! The Bible tells the story of how God parted the Red Sea. She closed her eyes and parted her lips. She parts her hair on the side. His dark hair was parted down the middle. The two lovers parted at dawn. Tomorrow we shall part and, I fear, never see each other again. Adverb The story is part science and part fiction. The Chimera is a monster in Greek mythology that is part lion, part goat, and part serpent. Adjective The claim is a part truthâ€”there is more to the story than they are telling you. See More Recent Examples on the Web: Armas, Houston Chronicle, "Source: Bucks agree to hire Mike Budenholzer as coach," 17 May The Hawks and Budenholzer -- who won the NBA Coach of the Year after a win season that included a trip to the Eastern Conference finals -- mutually agreed to part ways earlier this week after five seasons together. Adjective The song, written by two Parkland students, was part anthem, part rallying cry, expressing their pain in the wake of one of the deadliest mass shootings in modern US history.

Chapter 3 : The Complete ggplot2 Tutorial - Part2 | How To Customize ggplot2 (Full R code)

Monopoly Plus: Cute Dog Rump - PART 1 - Game Grumps VS - Duration: The Legend of Zelda: Here's a Sword - PART 1 - Game Grumps - Duration: Language: English Location.

Nominative and Accusative Case This article is not intended to teach anyone English, it is designed to provide some background information on some of the grammatical constructs used in English. Knowledge of how certain things work in English can be directly applied when learning other foreign languages. Adverb - A word which describes a verb e. Noun - A person, place or thing e. Adjective - Describes a noun e. Pronoun - Replaces nouns indicating people e. I, me, you, him, her, they, them, myself. Preposition - modifies noun and verb phrases e. Nominative Nominative case is simply a fancy name for the subject of a sentence. The dog bit the boy. The subject of the sentence is the dog. Therefore we say that "The dog" is in nominative case. Accusative Accusative is also a fancy name for the object of a sentence. The object receives the action from the verb. So in our sentence above, the boy is the object. Generally it is very easy for us to tell which part of the sentence is subject and object simply because the subject usually comes first, followed by a verb, followed by the object. Colours have been used to illustrate the point. I wrote an article. Other languages use different word order. Some may have an almost fixed pattern like English, and others may have variable order depending on the other elements in the sentence. Therefore instead of thinking in terms of word order it is more useful to ask yourself the question "Who is doing what to whom". Who is giving the action, and who is receiving it? Implied Elements Consider the following: We know that the subject is "I", and "am eating" is the verb, but where is the object? We could imagine that the object is whatever might be in my mouth. So the sentence really looks like: I am eating [my food]. Now the subject seems to be missing - but the person must be talking to someone, so it is most likely: Passive sentences do not contain an object. An example might be: A mistake was made Active voice: We made a mistake When trying to find the subject and object in passive voice the student may become confused, so it is important to at least recognise these types of sentences at this point. Applying Nominative and Accusative with Pronouns. Can you see the subject and object in these sentences? I gave him a present. He gave me a present. I gave her a present. She gave me a present. Now you can see that "I" is a nominative pronoun, and "me" is an accusative pronoun. If you are unsure about a sentence, try to rearrange it slightly so you can put "I" or "me" into the sentence. So if you are having trouble with: Change it to either: I bit the boy, or The dog bit me. Now by seeing where "I" or "me" would fit, you can instantly tell which part of the sentence is nominative and which part is accusative. Conclusion Nominative and accusative case are not difficult, but unless you have a basic understanding of what they mean and how they work you will probably find that you can never progress past a certain point in the foreign language you are trying to learn. An understanding of how they work in your native language will be very important if you wish to also use them effectively in another European language. You may wish to consider reading part two in this series - dative and genitive case [internal link]. Last edited by mark; Added link to part 2.

Chapter 4 : Movie Reviews, Articles, Trailers, and more - Metacritic

The first argument to legend is basically its position in the graph, then comes the text of the legend. Optionally one may also specify the colors, plotting symbols etc of the legend symbol.

Part Two Themes and Colors Key LitCharts assigns a color and icon to each theme in *The Alchemist*, which you can use to track the themes throughout the work. At dusk one day, he arrives at an abandoned church. The roof has caved in, and a sycamore tree grows up through the open space. Santiago spends the night in the church with his flock of sheep. His identity as a shepherd quickly connects him to many familiar religious narratives, especially parables from the Bible. The abandoned church will reappear at the end of novel, though it seems entirely unexceptional here. Active Themes Santiago awakes early the next morning before dawn. He has had a dream—one he has had before—but he wakes up before the dream has ended. He notices that his sheep awake at the same time as he does. Santiago reflects that they are used to him and have adjusted to his schedule, and then he realizes that perhaps it is the other way around, and he has adjusted to their schedule. Throughout the story, Santiago learns from observation and attentiveness, and his sheep are the first symbol of this. Active Themes Santiago wakes up the last of his sheep—he knows them each by name. Sometimes he reads aloud to his sheep, and often speaks to them. For the past few days he has spoken to them about only one thing: Santiago is introduced as a character with a simple life and simple desires—he loves his sheep, and he is in love with a young woman. The shop was busy when he went to sell wool to the merchant, so the man asked him to wait. As Santiago waited, he read. She wondered how he, a shepherd, learned to read. Santiago told her that he learned in school, and she wondered why he is a shepherd if he knows how to read. Santiago tried to avoid answering this question. Instead, he told her stories about his travels and, as time passed, he wished he could give up traveling and stay with her in her village. We get the sense that Santiago relishes his freedom, but part of him also wants to settle down and build stronger connections with other people. Now, approximately one year later, Santiago will return to the same village. He reflects that shepherds, like other wandering men, will always eventually find a town where someone persuades them to give up their wandering lifestyle. Santiago reflects that he is not alone in his desire to settle down and be with another person. This happens to most wanderers: Santiago seems to recognize the universal nature of his own life. Active Themes Related Quotes with Explanations Santiago reflects on the contentment of his sheep as he travels, thinking that they, unlike him, never have to make decisions. The sheep appear to only be concerned with food and water. Santiago thinks that if he suddenly became a monster and decided to kill his sheep, they would be surprised and would not expect this change. This is because they trust him and are no longer wild. The sheep are ultimately presented as simple creatures, while Santiago is started to experience more complex thoughts and desires. Soon it will be time for him to leave them. Active Themes Santiago is grateful for his jacket, which keeps him warm, although at the height of day the heat is intense and he is sorry that he has to carry his jacket. However, in the cold evenings he is glad to have it. He reflects that one needs to be prepared for change. Like the jacket, Santiago has a purpose to his existence. He believes his purpose is to travel, and he has spent two years exploring the Andalusian terrain. Santiago learned to read because he attended a seminary until he was sixteen. As Santiago studied to become a priest, however, he was not happy, so he summoned the courage to tell his father that instead of being a priest, he wanted to travel. Coelho seems to value this kind of spiritual journeying over simply following a prescribed path. And while these visitors seem to be seeking new things, the world elsewhere is no better than, or even very different from, what exists in their home village. It may be that he will return home in the end, but he has to see other places before he can conclude that his village is truly where he belongs. He says that among their people, the only ones who travel are shepherds—so Santiago decides to be a shepherd. He tells Santiago to use them to buy his flock and to take the opportunity to travel, and he gives the boy his blessing. Santiago sees in his father his own desire to travel, but his father has never been able to fulfill this dream because he has had to struggle to survive as a farmer. He seems like a good and supportive father, as he actively assists Santiago in pursuing his dream. Santiago feels that his father partly does this because he himself wished to have the experiences that he is able to grant his son—his father

wants to live vicariously through Santiago. He has already seen many castles and met many women, and he owns a jacket, a book, and a flock of sheep. These things are part of living out his dream. He feels that he could not have found God in the seminary. The world is massive, the possibilities are endless, and he relishes every opportunity to discover new things. He feels he could not have discovered God in the traditional place of the seminary, but he did because he followed his own dream. Santiago thinks that perhaps all people have this tendency. Santiago does not want to consider the possibility that some other shepherd has already asked for her hand in marriage. He thinks that the possibility of a dream being realized is what keeps life interesting. One of these lessons is that both sheep and people are often focused on their basic needs and unwilling to think about the bigger picture. Believing in dreams requires thinking that they might come true.

Active Themes Santiago arrives in Tarifa and meets the fortune-teller, who leads him from her living room to a back room where she practices her craft. The room has a table, two chairs, and an image of the Sacred Heart of Jesus. The two sit down and the woman begins to pray. To Santiago, it sounds like a gypsy prayer. Santiago has already met gypsies in his travels, and he has heard that others do not trust gypsies. Rumors about gypsies say that they make pacts with the devil and kidnap children. Santiago is nervous and his hands begin to shake. He considers paying her and leaving without learning anything about his dream. Santiago seeks out the fortune-teller because he has had a recurring dream and wishes to learn more about the meaning of the dream. He believes some of the racist superstitions he has heard, and is nervous around the woman, but is comforted by evidence of her Christianity. Santiago is clearly a spiritual individual, and his background is Christian.

Active Themes The fortune-teller says that she knows that Santiago came to learn about his dream. But if he speaks in the language of the soul, only the dreamer can understand it. Santiago decides to take a chance on the fortune-teller either way. In the dream, he is in a field with his sheep, and a child appears. The child plays with the sheep, but suddenly she takes Santiago by the hand and they are both transported to the Egyptian Pyramids. Santiago pauses in his telling to see if the fortune-teller knows what the Egyptian Pyramids are. Later this will develop into the idea of the Soul of the World, a connection between all people and things, and a kind of universal language that everything can understand. Then she says that she is not going to charge Santiago anything for her consultation, but that if he finds the treasure, she wants one-tenth of the total in payment. Santiago laughs and asks her to interpret the dream. She says that first he must swear that he will keep his promise about the treasure and her payment. Santiago swears that he will. The fortune-teller asks him to swear again while looking at the image of the Sacred Heart of Jesus. Then she says that the dream is in the language of the world, so she is able to interpret it. She says Santiago must go to the pyramids in Egypt. There, he will find a treasure that will make him a rich man. She is basically betting on him and the success of his spiritual journey. In the context of this novel, dreams often reveal important information about life.

Active Themes Santiago is annoyed. The fortune-teller says that the interpretation of the dream was difficult, because the simple things in life are the most extraordinary. It takes wisdom to realize and understand simplicity. This also will later connect to the idea of alchemy, and the lessons of the alchemist.

Active Themes Santiago leaves disappointed. But he remembers that he has several practical things to do, so he goes to the market for food and he trades his book in for a different one. It is a hot day, and he sits on a bench in the plaza. Santiago knows a lot of people in Tarifa. He likes traveling because he always makes new friends. All people seem to have a clearer idea of how others should lead their lives. Santiago decides to wait until the sun sinks lower before taking his flock back to the fields. The novel here briefly moves from the more allegorical, spiritual realm to the practical errands Santiago needs to complete in town. Here Santiago reflects on the perils of becoming too close with other people, because close relationships develop a mutual desire to change the other person.

Chapter 5 : [English] Grammar primer part 1: Nominative and Accusative Case - English Forum Switzerland

Start studying Modern History: Nazi Germany. Learn vocabulary, terms, and more with flashcards, games, and other study tools.

The Tolkien family had emigrated from Germany in the 18th century but had become "quickly intensely English". However, this origin of the name has not been proven. The couple had left England when Arthur was promoted to head the Bloemfontein office of the British bank for which he worked. Tolkien had one sibling, his younger brother, Hilary Arthur Reuel Tolkien, who was born on 17 February. In another incident, a young family servant, who thought Tolkien a beautiful child, took the baby to his kraal to show him off, returning him the next morning. His father, however, died in South Africa of rheumatic fever before he could join them. Soon after, in 1896, they moved to Sarehole now in Hall Green, then a Worcestershire village, later annexed to Birmingham. Ronald, as he was known in the family, was a keen pupil. Young Tolkien liked to draw landscapes and trees, but his favourite lessons were those concerning languages, and his mother taught him the rudiments of Latin very early. His mother allowed him to read many books. In 1900, when J. Tolkien was 12, his mother died of acute diabetes at Fern Cottage in Rednal, which she was renting. She was then about 34 years of age, about as old as a person with diabetes mellitus type 1 could live without treatment—insulin would not be discovered until two decades later. Nine years after her death, Tolkien wrote, "My own dear mother was a martyr indeed, and it is not to everybody that God grants so easy a way to his great gifts as he did to Hilary and myself, giving us a mother who killed herself with labour and trouble to ensure us keeping the faith. Francis Xavier Morgan of the Birmingham Oratory, who was assigned to bring them up as good Catholics. In a letter to his son Michael, Tolkien recalled the influence of the man whom he always called "Father Francis": He was—and he was not. At that time, he was studying Latin and Anglo-Saxon. Their interest in Animalic soon died away, but Mary and others, including Tolkien himself, invented a new and more complex language called Nevbosh. The next constructed language he came to work with, Naffarin, would be his own creation. Around 10 June he composed "The Book of the Foxrook", a sixteen-page notebook, where the "earliest example of one of his invented alphabets" appears. For Tolkien, the result of this meeting was a strong dedication to writing poetry. Fifty-seven years later, Tolkien remembered his regret at leaving the view of the eternal snows of Jungfrau and Silberhorn, "the Silvertine Celebdil of my dreams". He initially studied Classics but changed his course in to English Language and Literature, graduating in with first-class honours in his final examinations. Tolkien met Edith Mary Bratt, who was three years his senior, when he and his brother Hilary moved into the boarding house where she lived in Duchess Road, Edgbaston. According to Humphrey Carpenter, Edith and Ronald took to frequenting Birmingham teashops, especially one which had a balcony overlooking the pavement. There they would sit and throw sugarlumps into the hats of passers-by, moving to the next table when the sugar bowl was empty. With two people of their personalities and in their position, romance was bound to flourish. Both were orphans in need of affection, and they found that they could give it to each other. During the summer of 1911, they decided that they were in love. He prohibited him from meeting, talking to, or even corresponding with her until he was 21. He obeyed this prohibition to the letter, [42] with one notable early exception, over which Father Morgan threatened to cut short his university career if he did not stop. I had to choose between disobeying and grieving or deceiving a guardian who had been a father to me, more than most fathers. But it was not my fault. She was completely free and under no vow to me, and I should have had no just complaint except according to the unreal romantic code if she had got married to someone else. For very nearly three years I did not see or write to my lover. It was extremely hard, especially at first. The effects were not wholly good: I fell back into folly and slackness and misspent a good deal of my first year at college. He declared that he had never ceased to love her and asked her to marry him. Edith replied that she had already accepted the proposal of George Field, the brother of one of her closest schoolfriends. Edith said, however, that she had agreed to marry Field only because she felt "on the shelf" and had begun to doubt that Tolkien still cared for her. On 8 January 1913, Tolkien travelled by train to Cheltenham and was met on the platform by Edith. The two took a walk into the countryside, sat under a railway viaduct,

and talked. She wrote to Field and returned her engagement ring. Field was "dreadfully upset at first", and the Field family was "insulted and angry". Had he adopted a profession it would have been different. Jessop, "like many others of his age and class In a letter to his son Michael, Tolkien recalled, "In those days chaps joined up, or were scorned publicly. It was a nasty cleft to be in for a young man with too much imagination and little physical courage. By the time he passed his Finals in July , Tolkien recalled that the hints were "becoming outspoken from relatives". In a letter to Edith, Tolkien complained, "Gentlemen are rare among the superiors, and even human beings rare indeed. Tolkien took up lodgings near the training camp. On 2 June , Tolkien received a telegram summoning him to Folkestone for posting to France. He later wrote, "Junior officers were being killed off, a dozen a minute. Parting from my wife then On 7 June, he was informed that he had been assigned as a signals officer to the 11th Service Battalion, Lancashire Fusiliers. The battalion was part of the 74th Brigade , 25th Division. While waiting to be summoned to his unit, Tolkien sank into boredom. To pass the time, he composed a poem entitled *The Lonely Isle*, which was inspired by his feelings during the sea crossing to Calais. Instead, he was required to "take charge of them, discipline them, train them, and probably censor their letters If possible, he was supposed to inspire their love and loyalty. Not one in a million is fit for it, and least of all those who seek the opportunity. In between terms behind the lines at Bouzincourt , he participated in the assaults on the Schwaben Redoubt and the Leipzig salient. According to the memoirs of the Reverend Mervyn S. Evers, Anglican chaplain to the Lancashire Fusiliers: *The Schwaben Redoubt*, painting by William Orpen. Imperial War Museum , London. We dossed down for the night in the hopes of getting some sleep, but it was not to be. We no sooner lay down than hordes of lice got up. So we went round to the Medical Officer, who was also in the dugout with his equipment, and he gave us some ointment which he assured us would keep the little brutes away. He was invalided to England on 8 November Among their number were Rob Gilson of the Tea Club and Barrovian Society, who was killed on the first day of the Somme while leading his men in the assault on Beaumont Hamel. Photo by Ernest Brooks. Tolkien might well have been killed himself, but he had suffered from health problems and had been removed from combat multiple times. Tolkien wrote that the experience taught him, "a deep sympathy and feeling for the Tommy ; especially the plain soldier from the agricultural counties". He remained profoundly grateful for the lesson. For a long time, he had been imprisoned in a tower, not of pearl, but of ivory. One has indeed personally to come under the shadow of war to feel fully its oppression; but as the years go by it seems now often forgotten that to be caught in youth by was no less hideous an experience than to be involved in and the following years. By all but one of my close friends were dead. In a letter, Tolkien described his son John as " conceived and carried during the starvation-year of and the great U-Boat campaign round about the Battle of Cambrai , when the end of the war seemed as far off as it does now". It was first conceived in a small woodland glade filled with hemlocks [65] at Roos in Yorkshire where I was for a brief time in command of an outpost of the Humber Garrison in , and she was able to live with me for a while. In those days her hair was raven, her skin clear, her eyes brighter than you have seen them, and she could sing and dance. Gordon , both becoming academic standard works for several decades. He never published it. *The Monsters and the Critics* ", which had a lasting influence on Beowulf research. Nicholson said that the article Tolkien wrote about Beowulf is "widely recognized as a turning point in Beowulfian criticism", noting that Tolkien established the primacy of the poetic nature of the work as opposed to its purely linguistic elements. The voice was the voice of Gandalf. He served as an external examiner for University College, Dublin , for many years. Tolkien completed *The Lord of the Rings* in , close to a decade after the first sketches. Tolkien also translated the Book of Jonah for the Jerusalem Bible , which was published in Tolkien was very devoted to his children and sent them illustrated letters from Father Christmas when they were young. In , his friend C. Lewis even nominated him for the Nobel Prize in Literature. Edith, however, was overjoyed to step into the role of a society hostess, which had been the reason that Tolkien selected Bournemouth in the first place. According to Humphrey Carpenter: Those friends who knew Ronald and Edith Tolkien over the years never doubted that there was deep affection between them. A principal source of happiness to them was their shared love of their family. This bound them together until the end of their lives, and it was perhaps the strongest force in the marriage.

Chapter 6 : SparkNotes: The Alchemist: Themes

A summary of Themes in Paulo Coelho's The Alchemist. Learn exactly what happened in this chapter, scene, or section of The Alchemist and what it means. Perfect for acing essays, tests, and quizzes, as well as for writing lesson plans.

We have done something similar in the previous ggplot2 tutorial already. The below plot has the essential components such as the title, axis labels and legend setup nicely. But how to modify the looks? Most of the requirements related to look and feel can be achieved using the theme function. It accepts a large number of arguments. They are of 4 major types. Modifies rectangle components such as plot and panel background. Turns off displaying the theme item. More on this follows in upcoming discussion. Therefore, it can be modified using the theme function. Below, I have changed the size, color, face and line-height. The axis text can be rotated by changing the angle. Setting it to 0. If you are creating a geom where the aesthetics are static, a legend is not drawn by default. In such cases you might want to create your own legend manually. The below examples are for cases where you have the legend created automatically. We have two legends, one each for color and size. The size is based on a continuous variable while the color is based on a categorical discrete variable. There are 3 ways to change the legend title. Can you guess what function to use if you have a legend for shape and is based on a categorical variable? The new legend labels are supplied as a character vector to the labels argument. If you want to change the color of the categories, it can be assigned to the values argument as shown in below example. The order of the legend has to be set as desired. If you want to change the position of the labels inside the legend, set it in the required order as seen in previous example. So it can be modified using the theme function. If you want to place the legend inside the plot, you can additionally control the hinge point of the legend using legend. Top-Left Inside the Plot" 3. We will add text to only those counties that have population greater than K. This is quite simple. It is available in the ggplot2 package, or you can import it from this link. But what if you want to study how this relationship varies for different classes of vehicles? It takes a formula as the main argument. By default, all the plots share the same scale in both X and Y axis. For one, most 2 seater cars have higher engine displacement while the minivan and compact vehicles are on the lower side. This is evident from where the points are placed along the X-axis. Also, the highway mileage drops across all segments as the engine displacement increases. This drop seems more pronounced in compact and subcompact vehicles. Facet Grid The headings of the middle and bottom rows take up significant space. It is possible to layout both these charts in the sample panel. I prefer the gridExtra package for this. Draw Multiple plots in same figure.

Chapter 7 : International Society for First World War Studies - Bibliography

Gibbs and company start looking into the murder of a Marine. Gibbs and McGee go to Los Angeles for a joint gig with the NCIS Office of Special Projects in LA due to a suspected link.

The French version of the site is currently undergoing maintenance work and is unavailable. Bibliography East Africa Aas, N. Abbott, Peter, and Raffaele Ruggeri. Armies in East Africa Men at Arms Askaris, Asymmetry, and Small Wars: School of Advanced Military Studies, U. Army Command and General Staff College, Adler, Fritz Baumann, H. H Curson, and A. The African River Wars, The Naval Historical Society of Australia, The Battle of Tanga Stroud, Gloucestershire ; Charleston, SC: The East African Campaign, Vier Jahre Weltkrieg in Deutsch-Ostafrika. Essays on the Great War 18 , Second Language Learning and Teaching. Deutsch-Ostafrika zwischen Deutschland und England. Hand Over Fist Press, Interdisciplinary German Cultural Studies De strijd der Belgen in Kameroen en in Ost-Afrika, Auf Jagd- und Kriegspfaden in Ostafrika Erlebnisse ; Die Operationen in Ostafrika, Weltkrieg In the East Africa War Zone. Church Missionary Society, They Fought for King and Kaiser. South Africans in German East Africa, They Fought for King and Kaiser: South Africans at War 6. The East Africa Campaign of Army War College 12, no. The Lean, Brown Men: University of Natal Press, British Campaigns in Africa and the Pacific, . Hodder and Stoughton, A Comprehensive and Chronological Analysis. Devantour, Paul, and Jean de Pradel de Lamaze. South Africans at War Sketches of the East Africa Campaign. With the Nigerians in German East Africa. Zwischen Nationalsozialismus und Apartheid. The Myth and the Reality. The Great War in Africa, The East African Force Mimi and Toutou Go Forth: The Bizarre Battle of Lake Tanganyika. The Life and Legend of a Colossal Fraud. African Studies Centre, The Great War in West Africa. De Askari, soms erkend, veelal miskend. Fighting Their Own War: New History of Southern Africa Series. The Naval Campaign of East Africa. Naval Historical Society of Australia Naval Historical Society of Australia, Military Labor in the East African Campaign, Contributions in Comparative Colonial Studies, no. Hodges, Geoffrey, and Roy Griffin. Nairobi University Press, Military Operations East Africa Hordern, Charles, and H. Military Operations East Africa, Volume 1. On Call in Africa in War and Peace The Case of Tanganyika Ohio University Press, University Press of Florida, Famine in Central Tanzania, Os fantasmas de Rovuma: Oficina do livro, Studies in Military and Strategic History. Military Operations, Togoland and the Cameroons, Nyobe, Isidore Pascal Ndjock. Nyasaland and the East African Campaign, Eigene und fremde Welten Civilian and Military Encounters in the Indian Ocean. Indian Army in East Africa, National Book Organisation, Indians and British Colonialism in East Africa, Associated Book Agency, Rolls and the Anglo-Sanusi War. Smith and Krista Cowman. The Union Comes of Age. International Library of Colonial History 4. Tauris Academic Studies, World War I in Africa: The Forgotten Conflict among the European Powers. International Library of Twentieth Century History Schlaglichter Der Kolonialgeschichte Catrine Stenlake Publishing, The Case of the Rhodesia Native Regiment Through Swamp and Forest. The British Campaigns in Africa. Accessed August 31, War and Authority in Northern Rhodesia, With General Smuts in East Africa.

Chapter 8 : J. R. R. Tolkien - Wikipedia

The Hylian Language is the main language that is used throughout the Legend of Zelda series. The language is spoken within the lands of Hyrule, Termina, Holodrum, Labrynna, and almost all other surrounding regions, although some other languages such as Sky Writing and the Language of the Minish are also used by other races.

Chapter 9 : The Use of Figurative Language in "The Legend of Sleepy Hollow" | The Classroom

This is part 2 of a 3-part tutorial on ggplot2, an aesthetically pleasing (and very popular) graphics framework in R. This tutorial is primarily geared towards those having some basic knowledge of the R programming language and want to make complex and nice looking charts with R ggplot2. Part 1.